



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 12811832  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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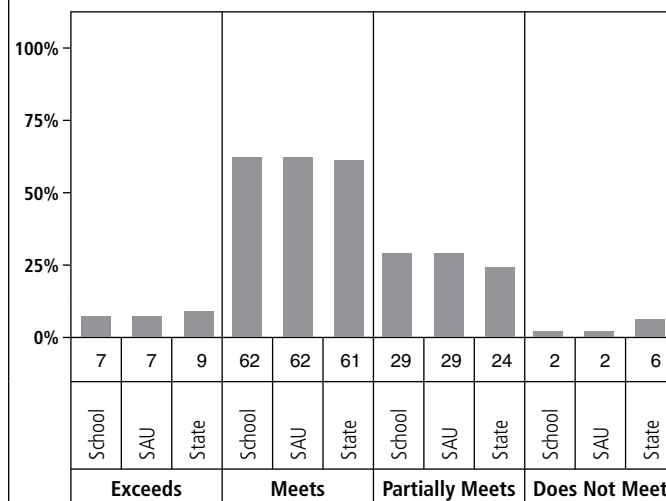
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

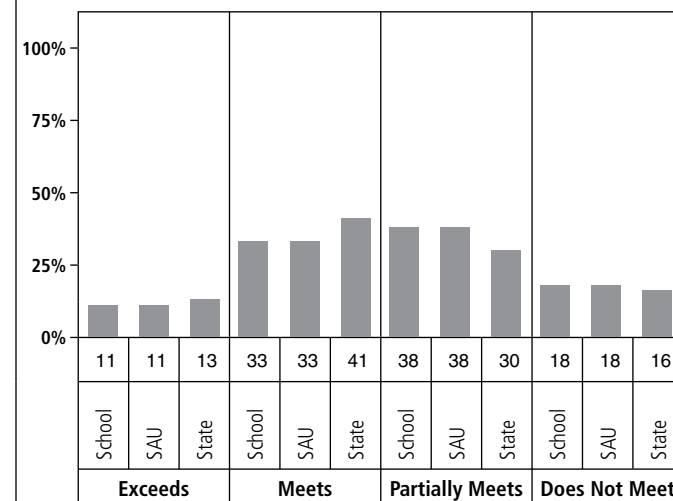
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	647	647	646
2007–2008	648	648	648
<b>2008–2009</b>	<b>647</b>	<b>647</b>	<b>647</b>
Cum. Avg.*	647	647	647
<b>Mathematics</b>			
2006–2007	642	642	643
2007–2008	643	643	642
<b>2008–2009</b>	<b>640</b>	<b>640</b>	<b>643</b>
Cum. Avg.*	642	642	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	45	100	45	100	14251	100	45	100	45	100	14150	99	45	100	45	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	2	4	2	4	212	1	2	100	2	100	210	99	2	100	2	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	43	96	43	96	13309	93	43	100	43	100	13224	100	43	100	43	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	20	9	20	2468	17	9	100	9	100	2423	99	9	100	9	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	19	42	19	42	5780	41	19	100	19	100	5724	99	19	100	19	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	37	82	37	82	11369	80	37	82	37	82	11373	80						
Identified disability (PET/IEP)	1	3	1	3	355	3	1	3	1	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	8	18	8	18	2594	18	8	18	8	18	2605	18						
Identified disability (PET/IEP)	8	100	8	100	1881	73	8	100	8	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	4	10	4	10	1132	8
	2007-2008	3	6	3	6	1817	13
	<b>2008-2009</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	10	7	10	7	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	25	60	25	60	8127	57
	2007-2008	37	73	37	73	8072	57
	<b>2008-2009</b>	<b>28</b>	<b>62</b>	<b>28</b>	<b>62</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	90	65	90	65	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	8	19	8	19	3549	25
	2007-2008	10	20	10	20	3194	23
	<b>2008-2009</b>	<b>13</b>	<b>29</b>	<b>13</b>	<b>29</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	31	22	31	22	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	5	12	5	12	1478	10
	2007-2008	1	2	1	2	981	7
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>799</b>	<b>6</b>
	Cum. Total*	7	5	7	5	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.1	60.9	34.1	60.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.0	60.0	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.2	61.7	22.2	61.7	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Boothbay-Boothbay Hbr CSD  
 School: Boothbay Region Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	45	3	7	28	62	13	29	1	2	647	45	7	62	29	2	647	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	2										2						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	43	3	7	26	60	13	30	1	2	647	43	7	60	30	2	647	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	3	33	5	56	1	11	638	9	0	33	56	11	638	2236	1	30	48	22	637
No	36	3	8	25	69	8	22	0	0	650	36	8	69	22	0	650	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	45	3	7	28	62	13	29	1	2	647	45	7	62	29	2	647	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	19	2	11	12	63	4	21	1	5	648	19	11	63	21	5	648	5617	4	54	33	9	643
No	26	1	4	16	62	9	35	0	0	647	26	4	62	35	0	647	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	45	3	7	28	62	13	29	1	2	647	45	7	62	29	2	647	13959	9	61	24	6	647
<b>Gender</b>																						
Female	20	1	5	14	70	5	25	0	0	648	20	5	70	25	0	648	6743	13	63	20	4	649
Male	25	2	8	14	56	8	32	1	4	646	25	8	56	32	4	646	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										2						1408	4	41	43	12	641
No	43	3	7	28	65	11	26	1	2	648	43	7	65	26	2	648	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	45	3	7	28	62	13	29	1	2	647	45	7	62	29	2	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 6  
 SAU: Boothbay-Boothbay Hbr CSD  
 School: Boothbay Region Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	5	47	32	16	642
B. less than one hour	64	2	7	19	66	8	28	0	0	647	64	7	66	28	0	647	59	9	62	24	5	647
C. one to two hours	36	1	6	9	56	5	31	1	6	647	36	6	56	31	6	647	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	13	0	0	4	67	2	33	0	0	645	13	0	67	33	0	645	31	17	66	14	3	651
B. good	53	2	8	15	63	6	25	1	4	648	53	8	63	25	4	648	48	8	64	23	5	647
C. fair	31	1	7	8	57	5	36	0	0	647	31	7	57	36	0	647	18	2	48	40	10	641
D. poor	2	0	0	1	100	0	0	0	0	646	2	0	100	0	0	646	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	2	14	6	43	6	43	0	0	647	31	14	43	43	0	647	38	13	65	18	3	650
B. They match some of what I have learned.	47	1	5	15	71	5	24	0	0	648	47	5	71	24	0	648	49	8	63	24	5	647
C. They match just a little of what I have learned.	20	0	0	6	67	2	22	1	11	645	20	0	67	22	11	645	10	5	48	36	11	642
D. There is no match.	2	0	0	1	100	0	0	0	0	646	2	0	100	0	0	646	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	18	0	0	6	75	2	25	0	0	646	18	0	75	25	0	646	16	7	52	30	11	644
B. about the same as my regular schoolwork	67	2	7	20	67	8	27	0	0	649	67	7	67	27	0	649	66	10	64	22	4	648
C. easier than my regular schoolwork	16	1	14	2	29	3	43	1	14	642	16	14	29	43	14	642	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	2	50	2	50	0	0	645	9	0	50	50	0	645	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	64	1	3	19	66	8	28	1	3	646	64	3	66	28	3	646	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	27	2	17	7	58	3	25	0	0	650	27	17	58	25	0	650	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	52	1	4	13	57	9	39	0	0	646	52	4	57	39	0	646	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	45	2	10	14	70	3	15	1	5	649	45	10	70	15	5	649	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	100	0	0	640	2	0	0	100	0	640	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	11	2	40	2	40	1	20	0	0	654	11	40	40	20	0	654	23	15	65	16	4	650
B. 20 minutes to an hour	49	1	5	14	64	6	27	1	5	647	49	5	64	27	5	647	49	10	64	22	4	648
C. less than 20 minutes	18	0	0	7	88	1	13	0	0	650	18	0	88	13	0	650	11	6	58	29	7	645
D. I rarely read at home.	22	0	0	5	50	5	50	0	0	642	22	0	50	50	0	642	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	5	12	5	12	2092	15
	2007-2008	5	10	5	10	1474	10
	<b>2008-2009</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	15	11	15	11	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	17	40	17	40	5731	40
	2007-2008	22	43	22	43	6008	43
	<b>2008-2009</b>	<b>15</b>	<b>33</b>	<b>15</b>	<b>33</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	54	39	54	39	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	11	26	11	26	4175	29
	2007-2008	18	35	18	35	4244	30
	<b>2008-2009</b>	<b>17</b>	<b>38</b>	<b>17</b>	<b>38</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	46	33	46	33	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	9	21	9	21	2308	16
	2007-2008	6	12	6	12	2346	17
	<b>2008-2009</b>	<b>8</b>	<b>18</b>	<b>8</b>	<b>18</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	23	17	23	17	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	28.7	51.3	28.7	51.3	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	8.5	47.2	8.5	47.2	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	6.7	55.8	6.7	55.8	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	7.3	52.1	7.3	52.1	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.1	50.8	6.1	50.8	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Boothbay-Boothbay Hbr CSD  
 School: Boothbay Region Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	45	5	11	15	33	17	38	8	18	640	45	11	33	38	18	640	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	2										2						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	43	5	12	13	30	17	40	8	19	640	43	12	30	40	19	640	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	4	44	5	56	623	9	0	0	44	56	623	2248	3	18	33	46	629
No	36	5	14	15	42	13	36	3	8	645	36	14	42	36	8	645	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	45	5	11	15	33	17	38	8	18	640	45	11	33	38	18	640	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	19	4	21	3	16	8	42	4	21	641	19	21	16	42	21	641	5620	6	33	37	25	637
No	26	1	4	12	46	9	35	4	15	640	26	4	46	35	15	640	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	45	5	11	15	33	17	38	8	18	640	45	11	33	38	18	640	13974	13	41	30	16	643
<b>Gender</b>																						
Female	20	2	10	3	15	11	55	4	20	638	20	10	15	55	20	638	6738	12	40	32	16	642
Male	25	3	12	12	48	6	24	4	16	643	25	12	48	24	16	643	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										2						1410	3	24	41	32	634
No	43	5	12	14	33	17	40	7	16	641	43	12	33	40	16	641	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	45	5	11	15	33	17	38	8	18	640	45	11	33	38	18	640	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	7	32	28	32	636
B. less than one hour	64	2	7	10	34	13	45	4	14	641	64	7	34	45	14	641	59	13	41	30	16	643
C. one to two hours	36	3	19	5	31	4	25	4	25	639	36	19	31	25	25	639	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	22	3	30	5	50	1	10	1	10	651	22	30	50	10	10	651	30	27	45	18	9	651
B. good	36	2	13	6	38	5	31	3	19	642	36	13	38	31	19	642	46	9	45	31	15	643
C. fair	29	0	0	3	23	8	62	2	15	635	29	0	23	62	15	635	20	2	29	43	26	635
D. poor	13	0	0	1	17	3	50	2	33	631	13	0	17	50	33	631	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	31	3	21	4	29	4	29	3	21	643	31	21	29	29	21	643	35	18	42	27	13	646
B. They match some of what I have learned.	58	2	8	11	42	9	35	4	15	640	58	8	42	35	15	640	50	11	43	31	15	643
C. They match just a little of what I have learned.	7	0	0	0	0	3	100	0	0	635	7	0	0	100	0	635	13	8	31	36	26	638
D. There is no match.	4	0	0	0	0	1	50	1	50	632	4	0	0	50	50	632	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	34	0	0	4	27	6	40	5	33	632	34	0	27	40	33	632	32	7	40	34	20	640
B. about the same as my regular schoolwork	55	4	17	10	42	7	29	3	13	645	55	17	42	29	13	645	56	13	42	30	15	644
C. easier than my regular schoolwork	11	1	20	1	20	3	60	0	0	644	11	20	20	60	0	644	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	44	3	15	7	35	8	40	2	10	642	44	15	35	40	10	642	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	51	2	9	7	30	9	39	5	22	639	51	9	30	39	22	639	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	0	0	1	50	637	4	0	50	0	50	637	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						6	8	29	29	34	635
B. 30–45 minutes	67	3	10	12	40	12	40	3	10	642	67	10	40	40	10	642	33	10	37	34	19	641
C. 45–60 minutes	31	2	14	3	21	5	36	4	29	639	31	14	21	36	29	639	45	15	44	29	12	645
D. more than 60 minutes	2	0	0	0	0	0	0	1	100	612	2	0	0	0	100	612	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	1	50	1	50	620	4	0	0	50	50	620	9	14	35	29	22	641
B. two or three days a week	27	0	0	4	33	6	50	2	17	636	27	0	33	50	17	636	26	15	40	30	16	644
C. two or three times each month	44	4	20	7	35	7	35	2	10	646	44	20	35	35	10	646	31	13	43	30	14	644
D. never or almost never	24	1	9	4	36	3	27	3	27	640	24	9	36	27	27	640	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	18	0	0	3	38	4	50	1	13	637	18	0	38	50	13	637	17	8	35	33	24	639
B. two or three days a week	31	1	7	4	29	6	43	3	21	637	31	7	29	43	21	637	28	13	42	30	15	643
C. two or three times each month	33	3	20	5	33	5	33	2	13	645	33	20	33	33	13	645	31	15	43	30	13	645
D. never or almost never	18	1	13	3	38	2	25	2	25	641	18	13	38	25	25	641	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											